

The Society for Research into Higher Education

Repositioning Higher Education

edited by
Frank Coffield
Bill Williamson

Repositioning Higher Education

Greg Light, Susanna Calkins, Roy Cox



Repositioning Higher Education:

Repositioning Higher Education Frank Coffield, Bill Williamson, 1997-01-01 The writers in this book envisage a system of higher education fit for the new millennium They challenge the fatalism of much current thinking about mass higher education and identify the ways universities must take the initiative in defining radically different models of their futures They look to universities which are accessible accountable and growing steadily with adequate resources They envisage institutions which promote democratic values offer high quality lifelong learning opportunities and are based on a new contract with and vision for the society they serve *Repositioning Higher Education* develops a powerful critique of current orthodoxies in higher education and will provoke further open debate about the role of higher education in modern society

Repositioning Higher Education in Nigeria Babalola Borishade, Peter Okebukola, 2006 Published for the National Universities Commission in Nigeria this book is the outcome of a National Summit on Higher Education which took place in Nigeria in 2002 The summit was convened by the Ministry of Education with the support of Unesco Its purpose was to thrash out the issues pertaining to the improvement and repositioning of the higher education system in Nigeria so that it may better respond to the country's needs The resultant work is a multi contributory publication covering the breadth and depth of the problems implicated in the higher education system The papers address for example the purpose of higher education in a developing country context the state of universities in Nigeria management and funding of higher education the relevance and delivery of curricula disciplinary social and religious concerns and the role of ICTs and new initiatives such as distance learning and virtual library projects The contributors propose recommendations for improvement including the necessity of high level government interest in education reforms the importance of university autonomy and academic freedom the need for both the public and private sectors to support higher education the need for substantial hikes in government funding for higher education the participation of stakeholders in policymaking for higher education and the precondition of good government and democracy for the success of the sector

Repositioning Higher Education, 1988

Repositioning the Student in Higher Education Scott John Court, 2011 *Internationalizing Higher Education* Peter Ninnes, Meeri Hellstén, 2006-01-20 Globalization is a multifaceted phenomenon and one of its major components is the internationalization of education The increasing pace and complexity of global knowledge flows and the accelerating exchange of educational ideas practices and policies are important drivers of globalization Higher Education is a key site for these flows and exchanges This book casts a critical eye on the internationalization of higher education It peels back taken for granted practices and beliefs explores the gaps and silences in current pedagogy and practices and addresses the ambiguities tensions and contradictions in internationalization In this volume scholars from a range of disciplines and regions critically examine the co modification of higher education teaching and support for international students international partnerships for aid and trade and the impacts on academics work

The Reorientation of Higher Education Bob

Adamson, Jon Nixon, Feng Su, 2012 This book presents accounts of the repositioning of higher education institutions across a range of national contexts in the East and the West It argues that global governance institutional organisation and academic practice are complementary elements within the process of institutional repositioning While systems institutions and individuals in the different contexts are subjected to similar global trends and pressures the reorientation of higher education takes diverse forms as a result of the particularities of those contexts That reorientation cannot be explained in terms of East West dichotomies and divisions but only with reference to the interflow across and within national systems Globalisation necessitates complex interconnectivities of regionality culture and geopolitics that this book explores in relation to specific cases and contexts *Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice*

Stafford Hood, Rodney Hopson, Henry Frierson, 2014-12-01 Racial ethnic linguistic and cultural diversity has become of global importance in places where many never would have imagined Increasing diversity in the U S Europe Africa New Zealand and Asia strongly suggests that a homogeneity based focus is rapidly becoming an historical artifact Therefore culturally responsive evaluation CRE should no longer be viewed as a luxury or an option in our work as evaluators The continued amplification of racial ethnic linguistic and cultural diversity and awareness among the populations of the U S and other western nations insists that social science researchers and evaluators inextricably engage culturally responsive approaches in their work It is unacceptable for most mainstream university evaluation programs philanthropic agencies training institutes sponsored by federal agencies professional associations and other entities to promote professional evaluation practices that do not attend to CRE Our global demographics are a reality that can be appropriately described and studied within the context of complexity theory and theory of change e g Stewart 1991 Battram 1999 And this perspective requires a distinct shift from simple linear cause effect models and reductionist thinking to include more holistic and culturally responsive approaches The development of policy that is meaningfully responsive to the needs of traditionally disenfranchised stakeholders and that also optimizes the use of limited resources human natural and financial is an extremely complex process Fortunately we are presently witnessing developments in methods instruments and statistical techniques that are mixed methods in their paradigm designs and likely to be more effective in informing policymaking and decision making Culturally responsive evaluation is one such phenomenon that positions itself to be relevant in the context of dynamic international and national settings where policy and program decisions take place One example of a response to address this dynamic and need is the newly established Center for Culturally Responsive Evaluation and Assessment CREA in the College of Education at the University of Illinois at Urbana Champaign CREA is an outgrowth of the collective work and commitments of a global community of scholars and practitioners who have contributed chapters to this edited volume It is an international and interdisciplinary evaluation center that is grounded in the need for designing and conducting evaluations and assessments that embody cognitive cultural and interdisciplinary diversity so as to be actively responsive to

culturally diverse communities and their aspirations The Center's purpose is to address questions issues theories and practices related to CRE and culturally responsive educational assessment Therefore CREA can serve as a vehicle for our continuing discourse on culture and cultural context in evaluation and also as a point of dissemination for not only the work that is included in this edited volume but for the subsequent work it will encourage *Civic Responsibility and Higher Education* Thomas Ehrlich,2000-01-25 More than a century ago John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus Today the challenge remains In his landmark book editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education Imparting both philosophy and working example Ehrlich provides the inspiration for innovative new programs in this essential area of learning **Vocationalism in Further and Higher Education** Sai Loo,Jill Jameson,2016-08-05 Vocationalism in Further and Higher Education presents a collection of research based papers on the English model of vocationalism and higher education It argues that negative societal and political perceptions have hindered the debate about the significance and relevance of vocational education and training provision to learning work and the economy In this book the writers offer unique solutions to the difficult questions that have emerged from their investigations into vocationalism in England This edited collection brings together a group of academic experts to report and discuss their findings from many years of evidence based research on vocationalism at three levels macro national and policy making meso programmes and organization and micro individual learning and teaching Chapters explore the key issues relating to the topic such as policies curriculum learning and teaching and work contexts The book reflects on the diversity of related programmes and discusses the applicability and relevance of the term vocationalism in the light of current developments relating to higher vocational education including occupation employability and professionalism This book is a timely contribution to the debate on the English model of vocational education and will be an essential resource for researchers practitioners and postgraduate students in the fields of vocational education technical and vocational education and training TVET work based learning politics and policy of education teaching and learning higher education and curriculum and pedagogy *Learning & Teaching in Higher Education* Greg Light (Ph. D.),Greg Light,Roy Cox,2001-07-23 This book addresses the practice of learning and teaching within higher education Higher education is currently a sector challenged worldwide by increased numbers and diversity of students tougher demands for professional accountability increasing calls for educational relevance thinning resources and the exacting demands of a global education market This book brings together key issues of theory and practice to develop an overall professional language of teaching situated within communities of academic practice This language provides teachers with a conceptual vocabulary and grammar for understanding and improving practice enables them to critically reflect upon their teaching in a range of key genres **Rethinking Knowledge within Higher Education** Jan McArthur,2013-01-10 Rethinking Knowledge within Higher Education argues for a higher education that is

neither a romantic idyll of learning for its own sake nor an instrumental institution designed to train a willing workforce for the prevailing economic system. Instead, using analysis informed by critical theorist Theodor Adorno, this book argues that higher education should have social and economic roles at its heart and that these should encompass the needs of all society. The key to achieving this purpose without privilege lies in the ways in which knowledge is understood and engaged with in higher education. Higher education has a special role in society as a place in which complex, contested and dynamic knowledge is engaged with, challenged and created. The realization of this purpose challenges traditional dichotomies between economic and social purposes, liberal and vocational education, and theory and practice. Jan McArthur shows that by interpreting and adapting some of Adorno's most complex ideas, the nature of knowledge and the pursuit of social justice within higher education is feasible and aspirational.

Globalisation and Higher Education in the Arab Gulf States

Gari Donn, Yayha Al Manthri, 2010-05-10. In our knowledge-based world, the societies that prosper are the ones that generate knowledge through research through the interwoven relationship between the academe and funded research bodies and with industry. They are the new centre. It is strange indeed to think of the countries of the Arab Gulf States as the periphery. But as the authors of this book argue very persuasively by importing a baroque arsenal of increasingly sophisticated and costly educational programmes, the Arab Gulf States consume other countries' knowledge and products, all of which are of declining utility and sustainability. Whilst universities contribute to the culture and political life of modern society, the authors ask where in the Arab Gulf States is there capacity building, knowledge generation and the culture of imaginative ideas that lie at the root of any civilisation. By following a magistracy on a global journey through regions, nations and into institutions, their answers are intended to inform and to urge the Arab Gulf region into promoting education for its own self-determination and even its survival.

Higher Education and Lifelong Learning Hans Schuetze, Maria Slowey, 2013-01-11. Responding to the emerging needs of lifelong learners arguably represents one of the most fundamental challenges facing higher education systems of the countries of the developing world. At the start of the new century, the concept of Lifelong Learning may indeed be counted as one of the key organising concepts underlying public policy in many countries. The interpretation of the concept, however, remains highly contested. This timely book throws new light on the dramatic changes taking place in higher education through an exploration of the participation of non-traditional students in ten countries. Among others, the following areas are explored: the complex reality behind the statistics on participation in higher education in five European countries (Austria, Germany, Ireland, Sweden and the United Kingdom); North America, Japan, Australia and New Zealand; contrasting perceptions of lifelong learning; changing patterns of participation by adults in higher education; national and institutional policies and innovations to accommodate non-traditional students and new forms of study; conclusions for policy practice and research. *Higher Education for Lifelong Learners* will be of interest to academics, researchers and students involved with higher education, lifelong learning and comparative education, as well as policy makers, educational managers and

administrators The contributions reveal a remarkable transformation in the student body and in the way learners pursue their studies highlighting the international impact of increasing marketisation and differentiation on the nature of the higher education accessible to potential lifelong learners *Learning and Teaching in Higher Education* Greg Light,Susanna Calkins,Roy Cox,2009-06-04 Around the world higher education services are challenged by increased numbers and diversity of students tougher demands for professional accountability increasing calls for educational relevance and thinning resources Learning and Teaching in Higher Education The Reflective Professional addresses key issues in the practice and theory of teaching and learning in the sector The authors draw upon theory practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education enabling the reader to critically reflect upon their teaching *Theory and Method in Higher Education Research* Malcolm Tight,Jeroen Huisman,2013-10-15 Theory and Method in Higher Education Research contains contemporary contributions to international debates regarding the application and development of theory and methodology in researching higher education Values and Virtues in Higher Education Research. Jean McNiff,2016-06-10 Values and Virtues in Higher Education Research centres on practitioners studying and researching their practices in higher education settings in order to improve those practices for the benefit of others and themselves Making research public is a key aspect of ensuring the quality of educational research and educational practices Values and Virtues in Higher Education Research raises questions and develops conversations about why higher education practitioners should study and improve their work how this may be done and what might be some of the benefits of doing so What we do as practitioners is influenced by and linked with what we value what we believe is good Improving practices therefore involves becoming aware of and interrogating the values that enter into and inform those practices a study of practices becomes a study of the relationships between the practices in question and their values base From an international group of contributors in this growing field this book provides strong theoretical resources and case study material that shows how this transformation may be achieved including topics such as Theorising practices to show personal and organisational accountability Developing inter professional and inter disciplinary dialogues for social transformation Establishing communities of inquiry in higher education and other workplace settings Reconceptualising professional education as research informed practice Locating educational theory in the real world for human and environmental wellbeing Showing the evolution of theory through critical engagement this text will be a valuable companion for lecturers students and professional developers in higher education This book will form core reading for those who are interested in engaging in practice based research and as additional reading for those whose aim is to broaden their thinking in relation to the role of values and virtues in educational research Jean McNiff is an independent researcher and writer Professor of Educational Research at York St John University and Visiting Professor at Oslo and Akershus University College Beijing Normal University and Ningxia Teachers University She is also the author of key texts Action Research Principles and

Practice You and Your Action Research Project and Writing Up Your Action Research Project Citizenship and Higher Education James Arthur, Karen Bohlin, 2005-03-16 What are the obligations of the university to society and its communities What are the virtues of university education What are the university's ethical responsibilities to its students The role of citizenship and civic responsibility in higher education is a highly contested yet crucial element of any consideration of the role of university in society This book offers thoughtful insights into this role outlining the intellectual and practical tensions and pressures which come to bear upon higher education institutions Wide ranging in scope it offers perspectives from British European Canadian and North American educational environments Citizenship and Higher Education will prove stimulating reading for anyone concerned with the ethics of education and the university's place in society including educationalists researchers sociologists and policy makers

Leadership of Higher Education Assessment Matthew B. Fuller, 2019-02-04 Leadership of Higher Education Assessment provides a comprehensive treatment of leadership theories and helps practitioners integrate this knowledge into their assessment work Synthesizing leadership theories into manageable concepts relevant to the college and university context this useful guide supports assessment leaders in addressing complex institutional situations and developing their own unique philosophy of assessment and leadership style In the face of ongoing challenges such as data accessibility data security concerns a shifting accreditation environment complex politics and lack of available resources this book is a critical guide for assessment leaders who want to take command of their practice

Quality Assurance in Higher Education Roger Brown, 2004-02-19 This text provides an analytical account of the changes to quality assurance of UK universities and colleges from 1992 to 2003

Enhancing Quality in Higher Education Ray Land, George Gordon, 2013-06-19 Interest in the quality of higher education provision has been steadily increasing over the last twenty years This has been driven largely by the international creation of explicit policies and reporting requirements to review audit and evaluate provision The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions This crucially comes bound with increased requirements for accountability in the exercise of such power Enhancing provision promoting innovation cultivating exploration and adopting information led approaches to practice are at the very heart of higher education As such quality enhancement comes in many guises and is under constant scrutiny Enhancing Quality in Higher Education looks critically at recent developments in higher education taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhancement that are emerging The opening section draws upon this theoretical base whilst the second section contextualises it through the analysis of a diverse range of international case studies The concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future Policy will inevitably be shaped by the historical contexts within which national systems are located The book draws on a wide range of international case studies examined by a host of contributing experts

The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self generate improvement It is a counter to the prevalent view that change in higher education is essentially about the institutional response to increasing societal pressure and state control and as such is a welcome contribution to the literature This comprehensive volume is essential reading for anyone involved in higher education and educational policy

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Repositioning Higher Education Introduction

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